

Methodological principles and methods of design and evaluation of education tests in history education

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Abstract

© The authors. The article is relevant due to the insufficient development of the problem of objective and independent assessment of the students' academic achievements level in the theory of education and the complexity of optimum combination in history education. The aim of the article is to analyze the principles of design of tests and education tests which monitor historical knowledge of all types and levels. The main method of the study of this problem was criterion oriented approach that allows to realize the possibility to design and use tests of different types for pedagogical monitoring on History. The article deals with the basic concepts and terminology of the theory of development and use of educational tests as well as the stages of test design. The article also deals with the types of pedagogical control in which the tests such as current, thematic, mid-term and final tests are used. Recommendations for selection of items of the content of the subject for tests in accordance with the aim of testing and students' number are given. The materials of the article might be useful for the teachers of History to design educational tests for academic aims and analyze made-up evaluative (monitoring and measuring) materials on History.

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Keywords

Education test, Pedagogical testing, Test item, Test item form, Test specification